We acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bears paw, and Wesley First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Region III. The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is “Moh’kins’tsis,” which we now call the City of Calgary.
Student and Enrolment Services (SES) continues to nurture a community that values student engagement and helps students explore their potential.

Our units encourage student success through sharing and developing best practices, developing and maintaining programs, and supporting the academic enterprise of the University of Calgary.

We continue to align our work with the university’s Eyes High strategy and we have done this via six thematic priorities: student success and engagement, a fair and just campus, health and well-being, inclusive community, innovation and sustainability.

The latter part of the year (March 16 onwards) was shaped by the start of the COVID-19 pandemic with constraints on in-person activities, gathering and work. The team did a stellar job in ensuring students could continue to access services and supports they needed remotely. It stretched us all in terms of what we believed was possible but have grown professionally as a result.

As always we have much gratitude for the whole of the portfolio in putting student needs first.

Dr. Susan Barker
Vice-Provost (Student Experience)
Overarching goals for 2019/2020

- Develop and implement a new and more sustainable approach to operational and institutional reporting of student data to meet the growing operational and stakeholder demands. This will include supporting the data governance project (multi-year).
- Develop and implement a plan to improve the ability of the RO management team to support staff wellness and engagement and assist with the transition to the new space in Mackinnie Tower. Work with managers to incorporate RO service values into their goals and hiring practices for MaPS staff.
- Enhance course related SEM planning to assist with demand, scheduling and degree audit processes with the goal of improving time to completion rates (multi-year).
- Continue to support the grading scale conversion project.
- Implementation chat-bot technology for frontline services.
- Continue to support students during our move to the Mackinnie Tower.

Enrolment Services

The Enrolment Services team provides frontline support and advising to assist students with registration, finances, awards and financial aid. They oversee the adjudication of all undergraduate awards, the distribution of government student assistance, the administration of final exams and the collection of final grades.

- Enhance student experience and services through strong partnerships with the university community, increase communication and outreach of enrolment services across the university community.
- Retain, develop and reward staff.
- Explore opportunities for leadership roles beyond the office of the registrar and promote investment in leadership team through PD experience offered by campus community (sustainability, mental health, HR training programs, Indigenous strategy etc.)
- Align Enrolment Services priorities and resources with the university strategies, academic plan and registrar’s strategic vision.

### BY THE NUMBERS

<table>
<thead>
<tr>
<th>Inquiries</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person (Qless customers)</td>
<td>20,018</td>
<td>14,481*</td>
</tr>
<tr>
<td>Phones - incoming</td>
<td>32,008</td>
<td>30,842</td>
</tr>
<tr>
<td>Phones - answered</td>
<td>26,916</td>
<td>30,111</td>
</tr>
<tr>
<td>Reception</td>
<td>9,151</td>
<td>6,277</td>
</tr>
<tr>
<td>Mail</td>
<td>1,091</td>
<td>729</td>
</tr>
<tr>
<td>Drop box</td>
<td>2,001</td>
<td>1,212</td>
</tr>
<tr>
<td>Email</td>
<td>2,739</td>
<td>9,681</td>
</tr>
<tr>
<td>Fee payments processed</td>
<td>6,086</td>
<td>4,305</td>
</tr>
<tr>
<td>Statutory declarations</td>
<td>1,434</td>
<td>1,220</td>
</tr>
</tbody>
</table>

* Discontinued in person service March 16, 2020
ASA no longer provides reporting so number is lower than actual students who stated they would attend and then do not balances with the number of walk-ins for the ceremony day.

** Number of indicated students for the Nov 2019 ceremony, under the impression (used in previous statistic collection) that the number of this is the number of degrees sent out/picked up as this selection was ultimately not required to be made.

June 2020 (5798) minus the unclaimed parchments for this period (142). While the Feb + June 2020 group did not actually make this selection,

* Number of students who indicated mail/pick up from November 2019 (499) including the entire graduated body of both February 2020 and
**Due to COVID appointments were on hold from March 16- Jun 20, 2020

*moved to regional email addresses in 2020

** Recruitment strategy for United States shifted away from in-person travel to digital

Travel to China was restricted for Fall 2019 and Winter 2020

Due to COVID ISVs and Fairs for March 16- Jun 30, 2020 were cancelled or completed digitally including faculty supported

Campaign
Conversion Postcard
Created March 13, 2020)

WhatsApp Account -
Future Student E-Mail Responses* 18,000 27,207
Future students unique page views 2,876,607 3,162,614
Average speed to answer 7:21 4:49
Drop-In Appointments** 6,521 4,477
Phone calls 30,600 32,502
Average speed to answer 7:21 4:49
Future students unique page views 2,876,607 3,162,614

*moved to regional email addresses in 2020
** Due to COVID appointments were on hold from March 16 - Jun 20, 2020

### Systems and Reporting

This group is accountable for the planning, development and maintenance of all student and registrar systems, providing operational and strategic oversight for course scheduling, exam scheduling, and institutional space utilization. They also provide oversight on tuition and the assessment of general fees, as well as official enrolment reporting and accountability reporting to the government.

**GOALS FOR 2019/20**

- Direct the operations of Campus Solutions ensuring change management requests are effectively managed and implemented ensuring Campus Solutions continues to be an effective tool for the evolving needs of the university
- Provide operational reporting to support the operations of the office of the registrar
- Provide academic scheduling ensuring the optimal use of university instructional space
- Oversees the delivery of key “student” projects, ensuring human and financial resources are efficiently used

### BY THE NUMBERS - BY THE NUMBERS - SYSTEMS AND REPORTING

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes scheduled</td>
<td>7,056</td>
</tr>
<tr>
<td>Course components scheduled</td>
<td>11,044</td>
</tr>
<tr>
<td>Course components scheduled in central rooms</td>
<td>34.6%</td>
</tr>
<tr>
<td>Calendar changes made</td>
<td>1,241</td>
</tr>
<tr>
<td>New courses</td>
<td>259</td>
</tr>
<tr>
<td>Deleted courses</td>
<td>136</td>
</tr>
<tr>
<td>Average campus space utilization rate (RO rooms – prime hours per week – 8 AM to 5 PM)</td>
<td>21.5</td>
</tr>
<tr>
<td>Average campus space utilization rate (non-RO rooms)</td>
<td>11.0</td>
</tr>
<tr>
<td>Ad Astra users</td>
<td>383</td>
</tr>
<tr>
<td>New reports created for scheduling</td>
<td>3</td>
</tr>
<tr>
<td>Total distinct final exam events (computed)</td>
<td>144,004</td>
</tr>
<tr>
<td>Exams scheduled</td>
<td>1,834</td>
</tr>
<tr>
<td>Common exams</td>
<td>197</td>
</tr>
<tr>
<td>Ad-hoc room booking requests</td>
<td>12,348</td>
</tr>
</tbody>
</table>

### Key achievements

Given the collaboration required to achieve the various goals across the Office of the Registrar, the achievements have been combined for the entire unit.

- Launched the new RO-SIDH site (RO, student information data hub). The site includes sections for RO staff only (operational reports) and faculty representatives across campus from admissions, awards, grades and exams to scheduling and curriculum.
  - The site includes information on report ownership, as well as training materials to ensure appropriate use of the information provided.
- Created additional course enrolment reports to monitor course scheduling and registration activity. This resulted in additional sections being planned or expanded for the spring/summer to accommodate increased demand in the spring/summer 2020 terms.
- Supported the work and developed a project tool to support the establishment of new tuition rates in alignment with the new tuition framework. This included classifying all existing tuition and program fees to comply with new government reporting requirements.
- Transitions mandatory supplementary course fees to a program fees, with board approval, to align with the new provincial tuition and fees framework.
- Supported the implementation of the new tuition revenue budget model. This involved developing new tuition assessment reports by faculty, academic career and revenue sharing percentages.
- Calendar regulation reviews: Reviewed and updated calendar regulations for examinations, online courses, and embedded certificates, the creation of the RM symbol and ensuring calendar regulations aligned with new university policies.

### BY THE NUMBERS - Admissions

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment off-campus</td>
<td>Individual School Visits (ISVs)</td>
</tr>
<tr>
<td>Domestic</td>
<td>390</td>
</tr>
<tr>
<td>National Meet and Greets</td>
<td>4</td>
</tr>
<tr>
<td>National Private Student Meetings</td>
<td>N/A</td>
</tr>
<tr>
<td>International</td>
<td>231</td>
</tr>
<tr>
<td>International Meet and Greets</td>
<td>2</td>
</tr>
<tr>
<td>International Private Student Meetings</td>
<td>14</td>
</tr>
</tbody>
</table>

*Travel to China was restricted for Fall 2019 and Winter 2020
** Recruitment strategy for United States shifted away from in-person travel to digital

### BY THE NUMBERS - Systems and Reporting

- This group is accountable for the planning, development and maintenance of all student and registrar systems, providing operational and strategic oversight for course scheduling, exam scheduling, and institutional space utilization. They also provide oversight on tuition and the assessment of general fees, as well as official enrolment reporting and accountability reporting to the government.
- Direct the operations of Campus Solutions ensuring change management requests are effectively managed and implemented ensuring Campus Solutions continues to be an effective tool for the evolving needs of the university.
- Provide operational reporting to support the operations of the office of the registrar.
- Provide academic scheduling ensuring the optimal use of university instructional space.
- Oversees the delivery of key “student” projects, ensuring human and financial resources are efficiently used.

### GOALS FOR 2019/20

- Direct the operations of Campus Solutions ensuring change management requests are effectively managed and implemented ensuring Campus Solutions continues to be an effective tool for the evolving needs of the university.
- Provide operational reporting to support the operations of the office of the registrar.
- Provide academic scheduling ensuring the optimal use of university instructional space.
- Oversees the delivery of key “student” projects, ensuring human and financial resources are efficiently used.

### 2018-2019 | 2019-2020

<table>
<thead>
<tr>
<th>Digital Recruiting Quantity Number</th>
<th>Digital Recruiting Quantity Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total leads</td>
<td>26,292</td>
</tr>
<tr>
<td>Total Email</td>
<td>16940</td>
</tr>
<tr>
<td>School Finder Banner Ads</td>
<td>113,957</td>
</tr>
<tr>
<td>Social Media</td>
<td>339,791 views</td>
</tr>
<tr>
<td>Google Street View 360 Simulations</td>
<td>797,570 views</td>
</tr>
<tr>
<td>Student Recruitment Podcast</td>
<td>354 engagements 3 episodes</td>
</tr>
<tr>
<td>WhatsApp Account - Created March 13, 2020)</td>
<td>1,712</td>
</tr>
<tr>
<td>Conversion Postcard Campaign</td>
<td>2 campaigns 4,685 postcards</td>
</tr>
<tr>
<td>Call Campaigns EZRecruit including faculty supported</td>
<td>631</td>
</tr>
</tbody>
</table>
Further improved our exam model to support the university in achieving enrolment goals. This resulted in slightly exceeded our fall 2019 undergraduate enrolment targets by 2.4% and achieving our international undergraduate target of 10% (3%).

Supported the development of the Institutional Mandate Agreement and Performance-Based Metrics.

Work with the Graduate Students’ Association on the implementation of the centrally supported emergency bursary program.

Supported and participated the ACAT Pilot Transfer credit award project.

Supported Data Governance processes through supporting the institution’s data governance steering committee.

Created the framework for a degree audit report based on information provided in academic requirements.

Worked with faculties to provide feedback on regulations that could be re-worded that would allow for automation with grad lists.

Assisted in the development of classroom layout plans for Mathew Hall and the new (in progress) MacKimmie block (Hunter Student Commons).

Supported and revised policies relating to campus space. Developed draft operating procedures for the use of academic space.

Created operating procedures for final examinations.

Developed principles for developing admission procedures for undergraduate students in collaboration with the Vice-President Indigenous.

Ad Astra, the registrar’s academic scheduling application was further expanded; uses campus increasing our enrols to 495 from 383 in the last review period.

Further improved our exam model, reducing the number of students that have multiple exams in one day from 7,824 to 4,660. Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.

Have multiple exams in one day from 7,824 to 4,660.
The University of Calgary provides a variety of programs, supports and services to facilitate student success and leadership development, build a strong campus community, and provide opportunities for co-curricular learning.

These services include Career Services, International Student Services, Leadership and Student Engagement, the Writing Symbols Lodge, the Student Conduct Office, and the Student Success Centre.

Career Services

Career Services works to inspire students and alumni to embrace their potential and drive for excellence in their future careers. Advisors work one-on-one with students to connect passion to purpose in exploring and determining career direction.

Career Services connects employers with top talent, future leaders and innovators through a variety of programs designed to bring students and employers together for recruitment and career-related events. Career Services also manages an online job board for students and alumni to find employment, as well as co-op and internship opportunities.

GOALS FOR 2019/20

• Achieve student participation goals in the Digital Skills for Youth Program for the final year of funding.
• Increase employer engagement at career fairs through an improved employer outreach strategy.
• Develop a visual brand for Career Services and update our communication strategy to engage more students in workshops and employer events.
• Develop career resources to support Indigenous students.

KEY ACHIEVEMENTS

• Second year of delivering the Digital Skills for Youth Program through a team effort between Career Services and Continuing Education. 64 youth enrolled in fall 2019, for 122 participants over two-years.
• Career Fair registrations increased by 10% over the prior year; outreach to new contacts, primarily new Schools Districts attending the Education Fair generated the greatest result.
• Partnered with the Women’s Resource Centre to deliver a joint program combining our individual conferences, Women’s Leadership Conference and Women in Work programs into a very successful single day event on March 7, 2020 recognizing International Women’s Day and celebrating leaders and contributors to the WRC. Despite the approaching pandemic and a spring snowstorm, over 120 participants attended an engaging day of programming.
• Eight employer Lunch ‘n Learn sessions were hosted with 65 students attending, and over 80 students attended the Indigenous Student Career Day in fall 2019. All Career Development Team members also took part in professional development training, Guiding Circles, an Indigenous approach to career development.
• Though not an original goal, the pandemic required all units to pivot quickly to online programming and Career Services was able to make this shift with remarkable speed. Our first Zoom workshops were rolled out the last week of March 2020, and the team delivered our first virtual employer information session in June 2020.

PUBLICATIONS

• Career Practitioners Are Natural Helpers, But What Happens When They Get Overwhelmed?, University Affairs, Warner S
• Pulling Together: A Collaborative Model For Student-Centred Career Support, University Affairs, Warner S and Geddes M
• Listening across cultures. FORUM Magazine, European Association for International Education, Amsterdam, the Netherlands, Gonzalez, M. Liliana
• During a pandemic: how to continue your career development and job search. LinkedIn, Gonzalez, M. Liliana

CONFERENCES

• Elevate Your Future: Graduate Student Career Management Program at Graduate Career Consortium annual meeting (virtual), Stephanie Warner

STAFF AWARDS AND RECOGNITION

• Lawrence Chan, Certificate in Career and Academic Advising
International Student Services

International Student Services (ISS) provides support services to all international students. Specialized orientation and transition support programs and a long-standing mentorship program help students transition to life in Canada and to our campus. The Global Friendship program connects local and international students for shared social experiences, and the Global Families program supports the spouses and children of international students.

Individual supports in ISS include advising on non-academic matters and immigration advising. ISS also works closely with other SES units that offer specialized supports for international students.

**GOALS FOR 2019/20**

- Continue developing responsive and high service standards for immigration advising, including ensuring web-based resources reflect accurate, updated information and advice to international students on Government immigration regulations and policy changes.
- Realign organizational structure and staff responsibilities to accommodate for loss of international student advisor (immigration) position with limited impact to international students.
- Assess and further develop appropriate supports systems to facilitate transition of international students from home countries to Canada.
- Move event payments and registration online and implement online tracking system to more efficiently collect data.

**KEY ACHIEVEMENTS**

- Streamlined email advising processes to allow immigration advisors to focus on immigration matters for a faster response time.
- COVID-19 FAQ page was created, which allowed ISS to deliver communications on FAQs about travel, study permits and immigration policies.
- Given the constant changes and updates to immigration policies, ISS landing page also added a section to update international students planning to come to Canada during COVID-19 on any new announcements made by IRCC in a timely manner.
- Delivered information sessions to both staff and students on the changes impacting international students during COVID-19.
- Zoom appointments were available to students who required “face-to-face” advising.
- Maintained PR services by offering online PR sessions and PR zoom appointments.
- Substantive changes made to USpeakGlobal to increase student participation and engage participants.
- Onboarding for USpeakGlobal now includes training on engaging in cultural learning during language exchange experiences.
- Reflection activity developed to allow participants to more fully reflect on their language learning process.
- Changes resulted in conversion rate of 80% from applicant to participant (up from 50% prior year).
- Global Families worked with Active Living to fund free/low cost family activities through Active Living.
- Made changes to communications strategy, including archiving prior issues of weekly student newsletter to facilitate accessibility of information for students.
- Hosted Welcome Centre in Student Wellness Services Hub Space (Yamnuska Hall) to optimize location near residences and improve accessibility of service.
- Introduced “Welcome Webinars” for international students throughout August and September, with 6 webinars offered.
- Developed self-directed online orientation content for international students.
- International mentorship program was restructured for a virtual format, and mentor/mentee matching included consideration of timezones for each student.
- ISS partnered with Career Services to utilize Career Link (Orbis) to facilitate registration and payment for cost-recovery student events.

**PUBLICATIONS**

- Cross-cultural Conceptualizations of Mental Health, Campus Mental Health Strategy Progress Event – Garrett Beatty (collaboration with Staff Wellness, Student Wellness Services, Office of Diversity, Equity and Protected Disclosure).
- GEEK Talk: Race and Gender in Pop Culture, Garrett Beatty and Keeta Glowee.
- Canada, It’s Complicated, Garrett Beatty and Keeta Glowee.

**CONFERENCES**

- National Citizenship and Immigration Conference, Lien Tran.

The Leadership and Student Engagement office is committed to helping students thrive through offering comprehensive new student orientation programming and facilitating connections with peers through leadership, student life and community engagement programming. The LSE connects students to one another, to the campus community, and to local, national and international communities.

Through programming and initiatives, LSE provides hands on learning opportunities for students to develop leadership skills and strengths, build intercultural competencies and develop a sense of social justice topics. Through co-curricular volunteer experiences, immersive service-learning programming, drop-in activities, and leadership and paraprofessional training, LSE supports students in their development to become engaged students, well-rounded citizens and lifelong learners. One-on-one advising is provided to students to further personal development and connect them with key co-curricular supports, technology and initiatives on campus.

**GOALS FOR 2019/20**

- New Student Orientation: Deliver the two-day Fall Orientation program and launch the second iteration of Online Orientation included with contributions from multiple campus stakeholders; bolster Orientation Leader training; develop a critical path for all Orientation programming.
- Leadership: Plan and deliver Leadership/Career Exchange conference; develop leadership Challenge modules for students; strengthen Advisory Council to finalize training curriculum from first year to graduate level; strengthen the Peer Helper Program with professional development components to help students articulate and reflect upon the development of their skills and learning.
- Student Life: Incorporate topics on gender, equity and diversity into last lecture series; deliver social programming for students in a variety of settings and across campus; deliver bond end celebratory events in collaboration with Wellness Services and various units: UCalgaryStrong Carnival and Festival to celebrate the start and end of the year.
- Involvement Portal: Continue to develop the Involvement Portal (a module in Orbitus: Outcome platform) to feature students’ co-curricular opportunities and determine trends and required technological and service supports and policies for the co-curricular record and related programs.
- Community Engagement to refine ucalgarycares curriculum, build new community partnerships and adapt all programs from Days of Service to ucalgarycares to an online format (all programs were converted to an online format after June 2020).
- Incorporate Indigenous cultural and educational components, as well as equity, diversity and inclusion themes, education and topics into existing orientation, leadership, student life and community engagement programs.

**KEY ACHIEVEMENTS**

- Involvement advising program.
- Redeveloped overall structure of Involvement Advising program, updated intake questions for IA appointments and created advisor training sessions.

**Community Engagement program partners**

- Dress for Success.
- Calgary Drop-in & Rehab Centre.
- Women in Need Society.
- Ronald McDonald House Charities.
- Habitat for Humanity.
- HIV Community Link.
- Calgary Food Bank.
- Alberta Wilderness Association.
- Children’s Cottage (Brenda’s House).

**Global Citizenship in Toronto Community partners**

- Art Gallery of Ontario.
- Centre for Social Innovation.
- Native Child and Family Services.
- Parkdale Community Food Bank.
- Royal Ontario Museum.
- Scott Mission.
- The 519.
- The Tour Guys.

**Sustainable Cities Community Partners**

- Community Partners: Canacar Zero Waste Market.
- Calgary Food Bank.
- Calgary Municipal Land Corporation (OMLC).
- CAWST.
- Central Library.
- City of Calgary Transportation.
- Elder Keira Moore.
- Green Calgary.
- Immigrant Education Society.
- Money Mentors.
- Raw Eatery.
- Sodwana Citizen.

**Equity, Diversity and Inclusion**

- To increase Indigenous cultural awareness, Camp Lead featured a session on Indigenous Leadership hosted by Whitney Ogke. Online Orientation included information for new students on equity and diversity (including Indigenous, Canadians).
- Homelessness at Home and Global Citizenshipship ucalgarycares continued to highlight diversity in the communities of Calgary and Toronto.
- Student Life’s Last Lecture series featured topics on gender, equity and diversity.
- The Leadership and Student Engagement office earned a Sustainable Meetings Badge and Sustainable Waste Badge.
STAFF AWARDS AND RECOGNITION
- Dikee, Travis - Five Year Service
- Morag, David - Co-op Student of the Year (19/20)

GRANTS OR FUNDING
- Students’ Union Quality Money:
  - GRANTS OR FUNDING
  - Anonymous Donor: UCalgaryStrong

PUBLICATIONS
- Student Success Blog: Strengths-Based Teaching: The Role of CliftonStrengths for Postsecondary Students in Teaching
- Written by research team including Gareth McVicar; published August 22, 2019

CONFERENCES
- 2019 CACUSS Conference: Moh-Kins-Tis, McVicar, Gareth, Necker, Carllie
- and Hirsche, Victoria
- Emerging Leadership Certificate, Continuing Education, Victoria Hirsche
- Taylor Institute Curriculum Mapping (all staff)
- Risk Management: Better Impact (all staff)
- HR Courses: UManage: Strategic Planning for Change, People Management, Managing Teams, Necker; Carllie

New Student Orientation
- Fall Orientation student attendees 4,626 (510 int’l)
- Fall Orientation leaders 304
- Fall Graduate Student Orientation attendees 780
- UCalgaryStrong Carnival 1050
- Fall Orientation Survey Received 1,548
- Online orientation users enrolled 5,744*

* 2,149 users visited content pages

Leadership programs
- Camp LEAD student participants 92
- Emerging Leaders student participants 160
- Emerging Leaders mentors 120
- Students engaged through SHAD, Leadership Exchange and other events 348
- Leadership Exchange participants 264
- Leadership on Demand participants 3,000
- Peer Helper Program participants 503
- Sophomore Leaders Program participants 70
- Students completing CliftonStrengths 3,210

Co-Curricular Record Program
- Activities in the database 773
- Positions in the database 4,566
- Approved positions added to students’ personal records 2,934
- New student personal records added 1,145

Canada’s academic year (19/20)
- Leadership and Engagement
- ucalgarycares Diversifying Participation in Experiential Learning
- Unwind Bonfire

Student Conduct Office

The Student Conduct Office works with all members of the university community to facilitate the resolution of alleged student non-academic misconduct.

GOALS FOR 2019/20
- Develop and implement conflict management resources, including 1:1 Conflict Coaching, and development of a workshop series that builds capacity for healthy conflict resolution.
- In response to COVID-19 pandemic, further develop resources for students, faculty and staff related to managing conflict and responding to harassment in the virtual environment.
- Continue to develop and enhance the Upstanders program. Increase student knowledge of participation in the program and develop new workshop offerings. Work with partners to ensure all content is available in a virtual format.
- Implement procedures related to revised Sexual and Gender Based Violence Policy for student Respondents.

KEY ACHIEVEMENTS
- Selected the Thomas Kilman Conflict Mode Instrument (TKI) to support Conflict Coaching appointments, and launched the service in 2020 with appointments available through the Orbit portal.
- Developed and launched 90-minute Conflict Management 101 workshop, managing online conflict resource, and apologizing resource.
- Developed Student Conduct Office Infographic to support campus community understanding of formal and informal processes available through the office. Developed presentation to introduce new students to the office via the online orientation D2L platform.
- The Upstanders program moved all content online during the winter 2020 term and was featured in Healthy Campus Alberta’s toolkit, Tools for Success: Models for Exemplary Student Mental Health Initiatives at Alberta Post-Secondary Institutions.
- Customized Bystander Intervention Training to include COVID-19 and anti-racism scenarios, delivered session to students and community members affiliated with the Graduate College.
- Provided feedback for the new Sexual and Gender Based Violence Policy, sourced external trauma-informed investigators to conduct investigations of formal reports under the Policy.

STAFF AWARDS AND RECOGNITION
- Jennifer Quin - SES 10 year service
- Renata Gordon - SES 5 year service

Community engagement programs
- ucalgarycares Day and Night of Services participants 63
- ucalgarycares immersion program participants (5 programs) 33
- February Night of Services participants 21
- Trick or Eat participants* 76
- Co-operative Education students employed 2

* 2,027 pounds of food collected in support of the Campus Food Bank and Calgary Interfaith Food Bank, along with $400 in online donations

UCalgary Meet-Up (30 events) registrants 319 (72 int’l)
- UCalgary Meet-Up (30 events) registrants 319 (72 int’l)
- UCalgary Strong Carnival attendees 1,050
- Ice Box Carnival (SU collaboration) 200

Student life programs
- Last Lecture (2 gold-certified sustainable events) student attendees 50
- UCalgaryStrong Carnival attendees 1,050
- UCalgary Meet-Up (30 events) registrants 319 (72 int’l)
- Unwind (25 events) attendees 1,860
- Trick or Eat participants* 76
- Co-operative Education students employed 2

UCalgary Strong Carnival attendees 1,050
- UCalgary Meet-Up (30 events) registrants 319 (72 int’l)
- Unwind (25 events) attendees 1,860
- Ice Box Carnival (SU collaboration) 200

UCalgary Meet-Up (30 events) registrants 319 (72 int’l)
The Student Success Centre (SSC) focuses on three distinct areas: academic advising, learning and writing supports, and professional development supports to provide tailored learning assistance and advising programs, and cost-one-on-one services for all undergraduate and graduate students. It also plays a key role in supporting several advising initiatives across campus.

GOALS FOR 2019/20
The Student Success Centre aimed to creatively develop programming and services that were evidence-supported and reduced barriers to student engagement. This included a continued focus on assessing programs and identifying gaps in student support, leading to the goals below.

- Review programs and revise service models to improve access and student experience to academic, advising and writing supports.
- Academic Turnaround Program
  - Completed a program review including existing program feedback from student participants and survey data from staff and faculty engaged in delivering the program.
  - Replaced previous in-person information sessions with an online module to improve student access to program information prior to application.
  - Redesigned seminar programming to include an additional Personal Resilience Stream alongside the existing Academic Success Stream. Restructured curriculum to enhance participation options for students including the introduction of reflective assignments and multiple ways to achieve successful engagement.
- Distance Learning
  - Drawing on early distance learning models developed within Writing Support and accelerated by the move to remote learning, successfully transformed exploratory academic support and writing workshop and appointment services to online formats.
  - Developed a series on online learning workshops to support students in Spring courses, along with self-serve online learning resources.
  - Increased access to New Student Registration Assistance for incoming international students due to online delivery model.
  - Successfully transitioned Grad Success Week, a 3-day, conference style collaborative event designed to support graduate student wellbeing and research and writing skills to an online format.
  - Introduced a Virtual Front Desk model to support remote learners as well as provided support to other student-facing areas in developing similar models.
- Supported academic advising processes and regulations including academic review, change of program and awards in relation to the introduction of flexible grading options.
- Academic Integrity Awareness and Support Programming
  - Successfully developed and launched the Academic Integrity Handbook for students as well as online fact sheets.
  - Developed a series on online teaching workshops to support students participating in the Student Success Centre.
  - Introduced a Coop position to pilot a longer-term model for experiential learning.
  - Continue to review and develop professional development supports for student staff and student volunteers.

KEY ACHIEVEMENTS:
Review programs and revise service models to improve access and student experience to academic, advising and writing supports.

- Academic Turnaround Program
- Distance Learning
- Academic Integrity Awareness and Support Programming

Student Success Centre

- Expand program supports for students participating in the Academic Turnaround Program and work in collaboration with faculties to streamlining processes for students applying and participating within the program.
- Explore support models for students learning within distance programs.
- Enhance academic integrity awareness and support programming
- Work alongside the development process for the Student Academic Misconduct policy to develop student resources including an Academic Integrity Handbook and website materials.
- Develop increased experiential learning opportunities for students within the Student Success Centre
- Introduce a student Coop position to pilot a longer-term model for experiential learning.
- Continue to review and develop professional development supports for student staff and student volunteers.

KEY ACHIEVEMENTS:
Review programs and revise service models to improve access and student experience to academic, advising and writing supports.

- Academic Turnaround Program
- Distance Learning
- Academic Integrity Awareness and Support Programming

STAFF AWARDS AND RECOGNITION
- Alaa Dabboor - SES OMS Award (2020)
- Jennifer Parsons – Nominated, International Achievement Award
- Tony Phillips – Coop Student Award

PUBLICATIONS
Online resources
- Academic Integrity modules (Faculty of Nursing, Faculty of Social Work), Lee-Ann Penaluna and Alaa Dabboor
- Blog on Exploration Process Model for Undecided Student Advising for NACADA Canadian Advising Community, Diederre Mooney.
- PeerAssist blog on program information prior to application.
- Introudced Peer Assisted Study Session (PASS) Peer Mentor roles as a progressive employment opportunity for students who had previous experience as PASS leaders.

- Engaged New Student Registration Assistance (NSRA) Peer staff in meaningful additional experiential learning opportunities such as supporting NSRA program assessment projects and providing feedback on program materials (First Year Degree Guide, ATP Module).

GRANTS OR FUNDING
- Student Union Quality Money grant, Peer Assisted Study Sessions
- Intrinsic Learning: A Study of Assessment Practices in the Scholars Academy service projects

PRESENTATIONS
- NACADA Annual Conference, Diederre Mooney, Karen Quinn
- NACADA Region 8 – accepted, but cancelled due to COVID, Diederre Mooney
- CACUSS – accepted, but cancelled due to COVID, Diederre Mooney
- Attended CACUSS Coast to Coast International Advisors live webinars, Jennifer Parsons
- Alberta Council of Academic Integrity Conference, Lee-Ann Penaluna
- Canadian Consortium Day: ICAI, Lee-Ann Penaluna
- Canadian Consortium Day: ICAI, Lee-Ann Penaluna
- International Centre for Academic Integrity (ICAI), Annual Conference, Lee-Ann Penaluna

PUBLICATIONS
- Academic Integrity modules (Faculty of Nursing, Faculty of Social Work), Lee-Ann Penaluna and Alaa Dabboor
- Blog on Exploration Process Model for Undecided Student Advising for NACADA Canadian Advising Community, Diederre Mooney.
- PeerAssist blog on program information prior to application.
- Introudced Peer Assisted Study Session (PASS) Peer Mentor roles as a progressive employment opportunity for students who had previous experience as PASS leaders.

- Engaged New Student Registration Assistance (NSRA) Peer staff in meaningful additional experiential learning opportunities such as supporting NSRA program assessment projects and providing feedback on program materials (First Year Degree Guide, ATP Module).

GRANTS OR FUNDING
- Student Union Quality Money grant, Peer Assisted Study Sessions
- Intrinsic Learning: A Study of Assessment Practices in the Scholars Academy service projects

PRESENTATIONS
- NACADA Annual Conference, Diederre Mooney, Karen Quinn
- NACADA Region 8 – accepted, but cancelled due to COVID, Diederre Mooney
- CACUSS – accepted, but cancelled due to COVID, Diederre Mooney
- Attended CACUSS Coast to Coast International Advisors live webinars, Jennifer Parsons
- Alberta Council of Academic Integrity Conference, Lee-Ann Penaluna
- Canadian Consortium Day: ICAI, Lee-Ann Penaluna
- Canadian Consortium Day: ICAI, Lee-Ann Penaluna
- International Centre for Academic Integrity (ICAI), Annual Conference, Lee-Ann Penaluna

PUBLICATIONS
- Academic Integrity modules (Faculty of Nursing, Faculty of Social Work), Lee-Ann Penaluna and Alaa Dabboor
- Blog on Exploration Process Model for Undecided Student Advising for NACADA Canadian Advising Community, Diederre Mooney.
- PeerAssist blog on program information prior to application.
- Introudced Peer Assisted Study Session (PASS) Peer Mentor roles as a progressive employment opportunity for students who had previous experience as PASS leaders.
Writing Symbols Lodge provides culturally appropriate services to facilitate the success of Indigenous students in their pursuit of knowledge and higher education. Students can access academic, personal and cultural support services and programs. These include academic retention, career and employment, and youth outreach programming, as well as one-on-one advising and leadership training. Writing Symbols Lodge also provides a warm and supportive environment for the entire campus community.

GOALS FOR 2019/20
• Renaming the ASSERT program: Elder Diane Meguinis gifted the name Tiya Dagumisasriy – All of us try hard together (pronounced Tea-yah Koo – mah – sus – ti)
• Re-Entry into the Writing Symbols Lodge/Re-Entry Ceremony
• Creating a plan and executing a safe COVID safe environment for our staff and our students in August 2020

KEY ACHIEVEMENTS
• Renaming the N.A.P.I Program: Elder Duane Mistaken from Kainai First Nation gifted the name Otáp ímisskaan (pronounced Oo-tlip-im-ss-gkhan) through ceremony
• Successfully adapted all Otáp ímisskaan Indigenous Youth Leadership content for virtual facilitation and program delivery
• We were able to successfully transition and adapt our Indigenous Relations Training Program to an online delivery using Zoom
• Since the lockdown in March 2020, we have been able to increase our participation in our RTP program
• ISAP program support moved to virtual online support with weekly workshops from March, 2020.
• Online ISAP pre-admissions support to applicants
• In partnership with the recruitment team, we delivered a virtual online recruitment with Siksika High School in April 2020

STAFF AWARDS AND RECOGNITION
• Keeta Gladue – Five year recognition award

CONFERENCES
• SCC First Nations Language Keepers Gathering, Saskatoon, SK (November 2019), Karen MacDonald

GRANTS AND FUNDING
• ATCO grant: $50,000 as per our contract, which was renewed January 2020. ATCO is our primary sponsor for our Indigenous Relations Training Program
• ISAP Grant: Supporting Indigenous Students in Transition and in Emergency, Year 1 of $100,000/year

REVISED: 10 October 2019
UCalgary works to create a campus environment where students, faculty and staff feel empowered to support each other and participate in maintaining their own health and wellbeing. Using a student-centered approach, Student Wellness, Access and Support offers comprehensive, holistic and accessible programs and services to foster all dimensions of wellness. These include the Faith and Spirituality Centre, Student Accessibility Services, Student Wellness Services, and the Women’s Resource Centre.

**Goals for 2019/20**

**Collaborative Sites and Remote Delivery**
- In order to support distance learners, the Faith & Spirituality Centre will focus on service and program delivery to those learners through the following offerings:
  - Work with campus to use secure platforms for 1-1 videoconferencing for students and chaplains/representatives
  - Work on developing a podcast out of the FSC which will be housed on our website
  - When planning programs for the year, ensure that we offer some of our programs at other campuses (Sky Hill, Downtown, Foothills)
  - Offer opportunities for live streaming for our programs

- We will work on these deliverables over the next academic year and adjust these deliverables based on staffing.

**Review and Evaluate the Indigenous Student Experience**
- We will continue our relationships with the Writing Symbols Lodge and partnering with them for programs and supports (Sweats, T-S, etc...)
- We will work with SWAS and other areas (as needed) to develop a non-Western evaluative tool to review and evaluate programming and services for Indigenous students

**Suicide Framework**
- We will work to support the development of a campus wide suicide framework which will include:
  - Exploring the viability of offering peer support through our Centre - we will work with SWS and others to look at training, commitment, and supporting peer supporters
  - Work with SWS to explore viability of creating culture/religious brokers with our chaplains to support students
  - Work over the next two years to ensure all staff, chaplains, and practicum/co-op students have robust mental health training (which can include ASIST, Community Helpers, MHA, Working Mind, QPR, etc...)

**Key Achievements**
- Continue to offer four regular community building programs: DiversiTEA, Taste of Tuesday, and Wisdom Wednesday. Over the year, we engaged with over 1,000 students through these events
- Through our other programming, events, workshops and outreach activities, we engaged with over 4,000 students, staff, and faculty
- Continued to welcome 12 students in the Kaleidoscope Project – our co-curricular immersion winter reading break program
- Completed our Continuing Education course “Building religious & Cultural Inclusion in the Workplace” with 9 staff participants
- Conducted a 1-day pluralism workshop for the Faculty of Social Work for 27 MSW students.
- Our multi-faith spaces continue to experience 3,309 visits each week on average
- We visited 4 different sacred spaces in Alberta and engaged in religious and cultural literacy with 42 students, staff, and faculty
- Conducted 4 Pluralism in the Classroom workshops on Religious/Cultural Inclusion in the Classroom: Unconscious Bias and...
Student Accessibility Services

Student Accessibility Services works collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment to enhance each student's academic and personal development. Student Accessibility Services offers the following services: academic accommodations advising, campus accessibility advising, coordination of assistive services for students with disabilities, arranging disability-related funding for students, administering exam accommodations, running the Accessible Testing Centre, helping students identify and acquire appropriate assistive device/technology, and running the Nat Christie Adaptive Technology Centre.

GOALS FOR 2019/20

- Implement first two modules of new Accessibility Management Database
- Prepare work plan for MSC building maintenance projects
- Develop new reporting format for provincial funders

KEY ACHIEVEMENTS

- Provided advising on academic accommodations and campus accessibility to 1664 students
- Coordinated assistive services for students with disabilities
- 7036 hours of note-taking support
- 762 hours of academic strategy support
- 179 Assistive Technology assessments completed
- 271 request for Reduced Course Load status processed
- 413 applications for disability related grants funding completed
- 16,079 exams written at the Accessible Testing Centre
- Nat Christie Adaptive Technology Lab accessed by 900 students
- Implementation of virtual delivery of services, accelerated by onset of COVID-19
- Provided support to students by working with SES to eliminate the requirement for students to produce medical notes for absences
- Increased participation in workshops and training offered to students on supporting mental health. Total number of presentations promoting mental health support: 221 with 9886 attendees. Numbers attending harm reduction training sessions: 1223.
- Apply an intersectional lens to programming and practice.
- Developed a series of workshops to enhance cultural understanding for supporting Indigenous Students, supported by 859 practicum student.
- Increased participation and training for peer support programming with 107 peer supporters in the roles of: peer listening, nursing volunteers, Ignite, Wellness Health Awareness Team, Student Medical Response Team.
- Established a clearly defined and approved electronic record system for sexual violence support
- Began to explore requirements and privacy considerations for new electronic medical reporting system.
- Established advisory committee to develop suicide awareness and prevention framework, innovative and creative consultations on zero suicide framework and its applications in medical and university systems.
- Collaborated with Wellness Symbols Lodge to co-supervise a Bachelor of Social Work practicum student focused on enhancing collaboration between units and offering four training sessions on supporting mental health

STAFF AWARDS AND RECOGNITION

- Jennifer Thannhauser – Australia and New Zealand Student Services Association Conference 2019 – Best Paper Award
- Kome Odoko – Rising Stars, recognized by Risk Management during Health and Safety Week.
- Russell Thomson – OMG SES Award
- Kevin Wiens – Volunteer Peer Recognition Award, Caucus of College and University Ombudsmen
- Jennifer Thannhauser – 2018 Excellence in Practicum Supervision Award (Werkund School of Education)

PRESENTATIONS

- Presented at the annual conference of the Canadian Centre on Substance Use and Addictions on our harm reduction strategy, EPAs, Post-Alcohol Support Space (PASS): Debbie Bruckner, Andrew Szeto & Alex Klassen
- Presented with the Centre for Suicide Prevention on our considerations for using Zero Suicide as a foundational framework at the National Suicide Prevention Conference: Debbie Bruckner, Susan Barker, Andrew Szeto
- Presented at the Post-Secondary Education Partnership – Alcohol Harms national meeting: Debbie Bruckner.
- Presented at New Zealand Student Services Conference: Jennifer Thannhauser
- Presented at Canadian Association of University & College Student Services: Calgary Post-Secondary Mental Health Network framework, engaged in collaborative Regional Approaches and Responding to Student Death: A Caring Campus Approach: Debbie Bruckner, Andrew Szeto, Susan Barker

Student Wellness Services

Student Wellness Services works to create a campus environment where students, faculty and staff feel empowered to support each other and participate in maintaining their own health and wellbeing. Everyone has a role to play in creating a healthy campus community. Using a student-centered approach, Student Wellness Services offers comprehensive, holistic and accessible programs and services to foster all dimensions of wellness. This includes health services, counselling, and various events and programs.

GOALS FOR 2019/20

- Enhance support for UCalgary students studying at other sites
- Develop a suicide framework for student support
- Improve upstream mental health and intercultural capacity building
- Improve administrative systems

KEY ACHIEVEMENTS

- Provided support to distance students with establishment of Distance Student Support Advisor position and supplementing web-based supports and resources.
- 271 request for Reduced Course Load status processed
- 413 applications for disability related grants funding completed
- 16,079 exams written at the Accessible Testing Centre
- Nat Christie Adaptive Technology Lab accessed by 900 students
- Implementation of virtual delivery of services, accelerated by onset of COVID-19
- Provided support to students by working with SES to eliminate the requirement for students to produce medical notes for absences
- Increased participation in workshops and training offered to students on supporting mental health. Total number of presentations promoting mental health support: 221 with 9886 attendees. Numbers attending harm reduction training sessions: 1223.
- Apply an intersectional lens to programming and practice.
- Developed a series of workshops to enhance cultural understanding for supporting Indigenous Students, supported by 859 practicum student.
- Increased participation and training for peer support programming with 107 peer supporters in the roles of: peer listening, nursing volunteers, Ignite, Wellness Health Awareness Team, Student Medical Response Team.
- Established a clearly defined and approved electronic record system for sexual violence support
- Began to explore requirements and privacy considerations for new electronic medical reporting system.
- Established advisory committee to develop suicide awareness and prevention framework, innovative and creative consultations on zero suicide framework and its applications in medical and university systems.
- Collaborated with Wellness Symbols Lodge to co-supervise a Bachelor of Social Work practicum student focused on enhancing collaboration between units and offering four training sessions on supporting mental health

STAFF AWARDS AND RECOGNITION

- Jennifer Thannhauser – Australia and New Zealand Student Services Association Conference 2019 – Best Paper Award
- Kome Odoko – Rising Stars, recognized by Risk Management during Health and Safety Week.
- Russell Thomson – OMG SES Award
- Jan Crook – Provost Star Award

Numbers served

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th>2019-2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling Centre appointments</td>
<td>8,728</td>
<td>7,192</td>
<td>-17.6%</td>
</tr>
<tr>
<td>Outreach/training participants (events, workshops, training programs)</td>
<td>11,457</td>
<td>10,909</td>
<td>-4.8%</td>
</tr>
<tr>
<td>Health appointments</td>
<td>30,405</td>
<td>28,903</td>
<td>-7.6%</td>
</tr>
</tbody>
</table>
The Women’s Resource Centre (WRC) provides a safe and supportive space to advance gender equality and build community. It focuses on sharing, learning, and teaching so that experiences are valued and everyone can access the resources necessary to make informed choices.

The WRC focuses on three pillars of work: wellness, leadership and diversity. Wellness supports women to achieve a healthy, balanced lifestyle. Leadership works to inspire self-awareness so women can lead consciously and authentically. Diversity promotes inclusivity and human rights, as well as building understanding.

GOALS FOR 2019/20

- Apply an intersectional perspective to programming and services
- Develop a deeper understanding of Indigenous people, history, and culture through events and activities
- Provide curated and intentional space to build a supportive and caring community

KEY ACHIEVEMENTS

- Hosted 47 events/workshop; total of 1067 attendees. Some major events include:
  - Women Leaders Speaker Series featuring women leaders from diverse backgrounds. (80 attendees)
  - Invited 5 speakers: Koren Lightning Earle, Uyen Nguyen, Gillian McKercher, Janetta Hurley, and Rita Yembilah
  - Women in Work Conference with Career Services & WRC Awards Ceremony 2020 (Previously the Women’s Leadership Conference) (130 attendees)
  - Offered 9 workshops
  - Distinguished Alumni: Arshiya Shareef
  - Distinguished Graduate Student: Cindy Kalenga
  - Distinguished Undergraduate Student: Maripreet Deol
  - The Sheila O’Brien Award for Excellence in Leadership: Nicola Mitofa-M’Carthy
  - December 6th Memorial Candle Making, Nov. 19 – 22 (35 attendees)
  - 7th Annual Production of Eve Ensler’s The Vagina Monologues, Thursday, Nov. 7, 7 – 10 p.m. (350 attendees; 25 cast members)
  - Indigenous Wellness & Healing, Thursday, Oct. 17, 12:30 – 1:30 p.m. (20 attendees)
  - Indigenous Wellness & Healing, Thursday, Oct. 17, 12:30 – 1:30 p.m. (20 attendees)
  - A U of C event exploring mental health issues, accessing services for Indigenous populations and Indigenous healing practices
  - Ecofeminism: A movement for the times with Joe Kadi on Wednesday, Oct 30, 3 – 5 p.m. (25 attendees): A participatory discussion to learn about the important movement for ecological justice and social justice.
  - Responding to Disclosures on Wednesday, Nov 4, 5 – 8 p.m. (15 attendees): This workshop was facilitated by Calgary Communities against Sexual Abuse to develop participants’ understanding of how sexual assault can impact an individual while also strengthening their ability to respond to a disclosure in a positive and supportive manner.
  - During the 16 Days of Activism Against Gender Based Violence we hosted the following events:
    - The Sex Ed Class You Never Had (Deserved to Have), Monday, Nov 25, noon – 2 p.m. (30 attendees)
    - A session facilitated by Karen B.K. Chan focused on learning about the awareness of your body, about connecting to pleasure, or about how to actually “do” consent without witting with awkwardness and addressing myths about STIs, turn-ons/offs and more.
    - Doing Social Justice Compassionately, Monday, Nov 25, 4 – 6 p.m. (42 attendees):
  - Curating a Sustainable Wardrobe Series and Clothing Swap, Friday, Nov. 29, 130 – 4:30 p.m & Monday, Mar 2, noon – 2 p.m. (45 attendees): Hosted ritching swap shop in WRC library and invited Calgary fashion blogger Ally Thon to learn how to curate a sustainable wardrobe.
  - Panikler: Inside the Opioid Crisis, Thursday, Mar 12, 6 – 8:30 p.m (30 attendees): Hosted in collaboration with Student Wellness Services, the documentary seeks to raise awareness and end the stigma of addiction by educating and informing viewers on what Fentanyl is and how it is affecting our country.
  - Centering Black Women’s Voices & Experiences, Friday, Feb. 14, noon – 2 p.m. (150 attendees): In collaboration with the Faculty of Social Work, a celebration of the contributions of Canadian Black Women.
  - TED & Tea: Hosted 5 TED Talk screenings throughout fall and winter (40 attendees)
  - Hosted 2 de-stress events and a women’s support group in Residence & Family Housing (30 attendees)

WRC Peer Helper Program

- Active Peer Helpers: 65
- Total Volunteer Hours: 4,050

Impact (assessment by Peer Helper Survey):

- 100% of peer helpers have indicated that they are more aware of diversity and respect differences regarding race, culture, gender, sexual orientation, ethnicity, religion, physical ability age and appearance.
- 75% of peer helpers have developed a deeper understanding of Indigenous people, history, and culture through events and activities.
- 90% feel more confident having conversations that challenge negative stereotypes and myths about sexual assault.
- 70% feel safe reporting sexual assault and harassment, knowing that campus is dedicated to providing resources and a community of support.
- 100% are satisfied with their volunteer experience with the WRC.
- 100% recommend the WRC to others who are looking for volunteer opportunities on campus.
The Student Ombuds Office helps resolve student problems and complaints within the university. The office is neutral and functions independently of the university administration. An ombuds can be described as an advisor, and may look into whether proper procedures were followed. The ombuds may bring to the attention of the university administration gaps and/or inadequacies in existing rules and regulations in an attempt to achieve fairness and due process for those involved.

GOALS FOR 2019/20:

- Compile annual student contact and traffic data and present via MNIF and annual summary report.
- Enhance online self-service support available through department web site, e.g. through the introduction of a FAQ page.
- Continue to engage with key stakeholders, especially those who commonly refer to or from Student Ombuds Office.
- Set basic framework for business continuity in the event of an unexpected medium- to long-term absence of the current Student Ombuds.
- Improve awareness of inclusion issues for racialized populations by taking advantage of professional development opportunities and committee participation, if possible.
- Prioritize activities and initiatives relating to UCalgary’s COVID response.
- Capitalize on the proliferation of online PD opportunities for the duration of the COVID response.
- Maintain professional network through participation in Canadian, American, and international ombuds associations.

KEY ACHIEVEMENTS:

- Positive representation of Student Ombuds Office in presenting annual summary report to APPC and SES Council.
- Maintaining of strong and productive relationships with partner offices on campus, including faculty advising offices, Registrar’s Office, Student Appeals Office, Students’ Union, and Graduate Students’ Association.
- Production and launch of a new “RTW Basics” YouTube video to provide a low-level explanation of how students can navigate a requirement to withdraw ruling. 150+ views in first 4 months following deployment.
- The office relocated to the MacEwan Student Centre.

The Marketing and Communications team supports all units in Student and Enrolment Services. This involves communications advising, project management, web maintenance and design, and strategy development. The team also engages with University Relations and faculty communicators on broader university marketing and communication initiatives.

GOALS FOR 2019/20:

- Complete all remaining components of the SES website redesign project
- Continue to improve the consistency and quality of SES marketing and communications materials
- Provide quality services to all SES units
- Develop new First Year Degree Guide and Academic Programs pages
- Improve content planning to increase site visits and social media followers (target of 15,000 followers)

KEY ACHIEVEMENTS:

- Completed a 12-month campaign (Jan. 2019 – Jan. 2020) to redesign all SES websites
- Redesigned the First Year Degree Guide to allow for a better user experience and a more efficient annual update process
Committee, board and working group participation

Internal

Academic Crisis Management Team
Academic Discipline Group
Academic Integrity Discipline (Graduate)
Academic Integrity Discipline (Undergraduate)
Academic and Research Leadership Team
Academic Program Sub-Committee
Academic Turnaround Working Group
Calendar and Curriculum Sub-Committee
Campus Mental Health Strategy
• Communications Subcommittee
• Evaluation Subcommittee
• Implementation Committee
• Policy Review Subcommittee
• Programs Subcommittee
• Strategy Evaluation Subcommittee
• Teaching and Learning Subcommittee
Campus Career Consortium
Career Articulation Program
Chaplaincy Advisory Committee (University of Calgary Anglican Chaplaincy)
Data Governance (DGAG)
Dimensions EDI Steering Committee
Diversity and Equity Network Committee
Emergency Operations Group (EOG)
Enterprise Reporting Working Committee
Equity, Diversity and Inclusion Network
Equity, Diversity and Inclusion Week
Ethical Space Subcommittee
Experiential Learning Working Group
Experiential Platform Working Group
Faculty of Graduate Studies Council
• EDI Working Group
• First Year Experience Committee
General Faculties Council
Graduate Academic Program Sub-Committee
• Decision Support Team
Gender and Sexuality Diversity Week Committee
Institute of Statistics and Survey Research Grants Adjudication Committee
Indigenous Graduate Oversight Committee
Indigenous Policies Review Committee
Indigenous Strategy Committee
• Ethical Space Subcommittee
• Grants Subcommittee
• Implementation Committee
• Indigenous Pathways Subcommittee
• Intercultural Capacity Building Subcommittee
• Renewal and Community Reporting Subcommittee
• Student Experience & Inclusion Subcommittee
• Policies, Procedures & Practice Subcommittee
• Faculty & Staff Experience Subcommittee
• Working Group
• Steering Committee
International Day of Action Against Contract Cheating 2019 Planning Committee
International Plan Stakeholder Committee
International Student Support network ISAP Oversight Committee
• Diverse Qualification Admissions Committee
• Industrial Student Support Network
Issues in Online Learning Environments
Mackinnon Building Project Steering Committee
MaPS Executive Committee
National Day of Remembrance and Action on Violence Against Women, Advisory Committee
Mental Health Strategy
NCAP Steering Committee
Newcomers and International Student Subcommittee
Open Studies Advisory Group
Online Orientation Working Group
Orientation Advisory Committee
Provost International Strategy Committee (PISC)
Pluralism and Global Citizenship Committee
Pluralism & Religious Diversity Week
Refuge Student Board
Sexual Violence Policy Coordination Committee
Senior Advisors Committee
Student and Enrolment Services, Community of Practice, Diversity, Equity & Inclusion
Student and Enrolment Services Council
Student At Risk Committee
Substance Use Advisory Committee
Suicide Framework Advisory Committee
Sustainability Coordinators Community of Practice
Taylor Institute Indigenous Strategy Committee
Tip & Smudge Task Force
Threat Assessment Committee
TUITION and Fee Consultation Committee
Tuition and Fee Consultation Committee (TFCC)
UCalgary Pride Planning Committee
UCalgary Undergraduate Awards Committee
UCAN Steering Committee
UFrountish Week Committee
Volunteer Registration and Management System Advisory Committee
Zoom Implementation Steering Committee

External

AARCAD
Alberta Post-Secondary Counsellors’ Alberta Council on Admissions and Transfer (ACAT) Contact Persons
Advanced Education, Application & Enrolment Reporting Steering Committee
Alberta Post-Secondary Application System Business Team
Alberta Registrar’s Association (ARA)
APAS Steering Committee
Association Board of Directors, The Hangar Flight Museum
Association of Registrar’s of the Universities and Colleges of Canada (ARUCC)
Association of Student Aid Personnel of Alberta (ASAPA)
ALPES Bargaining Committee
Calgary Indigenous Post-Secondary Group: UCalgary, MRU, St. Marys U, Bow Valley College, Alberta, UCalgary, UManitoba
Calgary Local Immigration Partnership
Calgary Regional Post-secondary Mental Health Network Committee
• Community Collaborations Subcommittee
• K-12 Subcommittee
• Primary Care and Alberta Health Services Subcommittee
Campus Alberta International Educators
Canadian Bureau of International Education
Colleges of Alberta Psychologists Oral Ethics Examination Committee
Graduate and Postdoctoral Development Network
Indigenous student Centre Network
International Centre for Academic Integrity
Inter-provincial Transfer Forum
NACADA Region 8 Conference
Post-Secondary Educational Partnership–Alcohol Harms
Tomorrow’s Leaders = Scholarship Subcommittees
Transitions to Adulthood Provincial Conference Planning Committee
WARUCC